 **UNIVERSITY OF MAINE AT FARMINGTON**

**COLLEGE OF EDUCATION, HEALTH AND REHABILITATION**

**LESSON PLAN FORMAT**

**Teacher’s Name:** Russell Warren  **Lesson:** Practicum **Facet:** Self-knowledge

**Grade Level:**  9  **Numbers of Days: 1**

**Topic:** Film Techniques & Theme

**PART I:**

**Objectives**

**Student will understand that** directors use angles, colors, symbols, and composition to produce visual meaning.

**Student will know** how certain angles, colors, symbols or shots relate to themes.

**Student will be able to do** point out and explain how a specific angle, color, symbols or shot relates to the themes and messages of a film, novel, or other content base.

**Product:** A chart worksheet on Google Docs.

**Common Core State Standards (CCSS) Alignment**

Common Core State Standards  
Content Area: English  
Grade Level: 9  
Domain: Reading - Literature  
Cluster: Integration of Knowledge and Ideas  
Standard #7: Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment.

**Rationale:** This lesson is based on film techniques and how they interplay with theme and meaning. It will introduce them to the world of cinematic techniques and will require them to analyze scenes from *To Kill a Mockingbird* and highlight certain aspects.

**Assessments**

**Pre-Assessment:**

* Quick class discussion on students’ knowledge of film techniques. Do you know what these are? Can you give an example?
* Television graphic. Students will be asked to jot down any specific techniques they notice while watching a video highlighting said techniques.

**Formative (Assessment for Learning)**

**Section I – checking for understanding during instruction**

* During the class I will constantly ask students if they understand the material, opening the floor for questions and comments
* Various worksheets and graphic organizers will be utilized by the students for brainstorming and for the teacher to assess comprehension and understanding.

**Section II – timely feedback for products (self, peer, teacher)**

**Summative (Assessment of Learning):**

* Students will complete chart worksheets analyzing scenes from the movie. This will test their ability to dissect and investigate specific scenes, highlight certain filmic techniques, and explain the connections from the techniques to the content and themes of the film.
* Students will fill out a filmstrip illustrating an example of a film technique in their own, unique way.

**Integration**

**Technology:**

The chart worksheet will be filled out online through Google docs, so students will have the opportunity to work with other students in the formation of their thoughts.

**Content Areas:**

*English:* Students will have to think critically about the content of the film in relation to the film, and will have to respond in well-thought out and evidence-based answers. They should also write in correct, coherent sentences.

*Film:* Students will be required to assess and critique film scenes, paying particular attention to angles, colors, composition, and symbols.

**Groupings**

**Section I - Graphic Organizer & Cooperative Learning used during instruction**

This is a 9th grade CPI class. The beginning of the instruction, which is devoted to explanation and investigation, will have the students sitting in their normal, U-shaped formation. This section will be part lecture, part seminar, and the students will work and think by themselves, with the teacher, and with each other.

**Section II – Groups and Roles for Product**

Each student will finish the worksheet and filmstrip personally, but they are allowed to work with other students and collaborate on ideas.

Students will also fill out an exit ticket that sums up the lesson’s ideas, asking them for their understanding and any questions they have.

**Differentiated Instruction**

**MI Strategies**

**Logical:** Students will be required to analyze and critically view film scenes and shots to extrapolate information about the film and the content it is representing.

**Verbal:** All organizers will have the students write out their thoughts and answers. The entire class will also make way for group discussions and collective reasoning.

**Visual:** The basis of the lesson is on film, and the students will be immersed in looking at film scenes for angles, colors, composition, symbols, and other film techniques.

**Musical:** The use of sound and music in film will be highlighted and discussed.

**Intrapersonal:** The chart worksheet should be completed alone or with a few classmates, allowing the students to come to their own conclusions about what is presented.

**Interpersonal:** Throughout the period students will have the chance to work with classmates and collaborate in their thinking. Much of my lectures will be more seminar based as well.

**Kinesthetic:** The various screenshots will be set up around the room and the students will move from station to station, taking notes on what they see.

**Naturalist:** Students will have the opportunity to realize how nature plays a role in film and meaning, and how nature, or a lack of it, can make the audience feel a certain way.

**Modifications/Accommodations**

***From IEP’s ( Individual Education Plan), 504’s, ELLIDEP (English Language Learning Instructional Delivery Education Plan)*** *I will review student’s IEP, 504 or ELLIDEP and make appropriate modifications and accommodations.*

**Plan for accommodating absent students:**

If a student is absent, all of the content will be available to the students on the teacher’s word press account. They will find a link to the film watched in class, a link to the chart worksheet, the various screenshots, as well as an explanation of what occurred in the classroom. The graphic organizers will be given to them at a later date.

**Extensions**

**Type II technology:**

The Google doc will allow the students to work collaboratively online as well as electronically submit their work.

**Gifted Students:**

Students who have an advanced grasp of the content will be able to investigate a film of their own choice and express how it uses film techniques to produce meaning specific to the film.

**Materials, Resources and Technology**

Laptop

Projector

Speakers

Television graphic organizers

Filmstrip graphic organizers

Google Doc Charts

Online video

Paper for exit tickets

**Source for Lesson Plan and Research**

<http://www.youtube.com/watch?v=WhijmmePlU8> - YouTube video based on symbolism

<http://en.wikipedia.org/wiki/To_Kill_a_Mockingbird> - overview of the novel *To Kill A Mockingbird*

<http://www.stemresources.com/static/tools/Assessments/Formative/ExitTicket/index.html> - exit ticket

<http://www.borgus.com/hitch/index.htm> - Hitchcock & technique

<http://www.siggraph.org/education/materials/HyperGraph/animation/cameras/traditional_film_camera_techniqu.htm> - all about film technique

<https://docs.google.com/a/maine.edu/document/d/1q2K4duEgQklFcdhw6EuTrRLIWEBYdyQbQ503EntO-vE/edit?usp=sharing> - link to chart worksheet

**PART II:**

**Teaching and Learning Sequence (Describe the teaching and learning process using all of the information from part I of the lesson plan)** *Take all the components and synthesize into a script of what you are doing as the teacher and what the learners are doing throughout the lesson. Need to use all the WHERETO’s. (3-5 pages)*

Room Arrangement: Desks will be in a large circle.

Day One (80 minutes)

* Opener: Class discussion: Do you know what film technique is? Can you think of a definition? Examples? (5)
* Hook: View the trailer for *Vertigo* (5)
* First Activity: Students will use the television graphic to pick one image they saw and were intrigued by. Discuss how in this short trailer we get images of all four components by looking at what the students drew(10)
* Quick Discussion: Check for understanding (2)
* Second Activity: Students will fill out a chart worksheet relating the techniques learned to the film *To Kill a Mockingbird*, focusing on four screenshots of their choice
  + Teacher will explain the assignment and provide an example (10)
  + Students will work on their own worksheets (20)
* Third Activity/Homework: A filmstrip graphic will be assigned to students to fill out. They will have to come up with their own examples for at least one of the four components, and illustrate them (20)
* Exit Ticket: Students will have a blank page of paper to voice any confusion of insight (5)

**Content Notes**

Students will know…

* Film Techniques
  + Angle: Angles are used throughout film and cinematic history as a way to convey physical emotion and feeling. A low angle can cause a feeling of unease or domination, and a high angle makes the subject look small and inconsequential. Angles are used to physically represent relationships. They’re also used to set up the emotion of a scene. A titled angle could be used in a horror movie, where the character feels scared and confused, the angle relating these emotions to the audience members.
  + Color: Color is widely used, literally in every facet of our lives, for specific reasons. Colors incite emotions in our brains that little else can. For example, the color green is used in bedrooms because it is especially calming, and many fast food restaurants use yellow because it has been linked to hunger and appetite. Color is also very variable, as the color red can be related to love, lust, and compassion as well as anger, war, revenge, and death. Lighting is also used in the category.
  + Composition: Like angle, composition is used to physically convey meaning. If the characters of the shot are in the middle of the screen, they are likely the most important things to be watching. If characters are layered, that is to say they are in the foreground and background, it gives the audience variation and allows them to understand that the one in the foreground is more important, or that the one in the back is dealing secretly.
  + Symbolism: Symbols are widely used to represent themes and ideas. Even in our daily lives certain images conjure up specific meanings, like a horseshoe or rabbit’s tail = luck, a small doll = childhood and innocence, or a clock = time and death. They are widely used by the directors when they wish to convey a message, but do not want to directly say it. For example, if a character has given up on a person, the characters may break a portrait of the person.

**Handouts**

*Filmstrips*

*Televisions*

**Maine Common Core Teaching Standards for Initial Teacher Certification and Rationale**

***Standard 1 – Learner Development. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.***

***Learning Styles***

***Clipboard:***

Students who learn by planning and organizing their ideas will utilize the graphic organizers and worksheets the most, being able to visually and verbally construct their ideas and thoughts on paper.

***Microscope:***

The lesson will need to students to assess and critique film scenes with a keen eye. Students who are logical thinkers with acute, critical minds will be able to find even the minutest detail.

***Puppy:***

Throughout class discussion, students' feelings and opinions will be supported and the room will foster positivity and creativity.

***Beach Ball:***

No activity will last for longer than twenty minutes, and each specific activity will allow the students to work on various facets and bounce their ideas off of their classmates’ opinions.

***Rationale:***

Students will be required to utilize organizers to their fullest capability, and will be assessed on their completion and comprehension at which they were able to successfully analyze and critique film scenes. The students’ opinions and thoughts will be voiced throughout the class, and we will all work together to work towards the most thorough understanding of the material.

***Standard 6 -* *Assessment. The teacher understands and uses multiple methods of assessment to engage learners in their on growth, to monitor learner progress, and to guide the teacher's and learner's decision making.***

***Formative:***

The entire class will have the teacher checking for understanding and making sure the students are comprehending the material that is being taught. The graphic organizers will allow the students to visually work out their thoughts during class. Question & answer sessions will be used to make sure the students are correctly grasping the information.

***Summative:***

The chart worksheet will have the students apply the information they learned to content they are learning, *To Kill a Mockingbird*. The filmstrip will include unique representations of three of the techniques.

***Rationale:***

The teacher will be able to assess the organizers the students use to make sure they comprehend the material. The organizers also help the students plan out their thoughts in a coherent, logical format. The final chart worksheet will provide the information the teacher needs to see if the students understand how the film techniques enhance the plot and themes. The filmstrip will showcase if the students can actually make their own examples of the techniques.

***Rationale:***

***Standard 7* - *Planning Instruction. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.***

***Content Knowledge:***

(See content notes)

***MLR or CCSS:****Analyze the representation of a subject or a key scene in two or more different artistic mediums, including what is emphasized or absent in each treatment*  
Common Core State Standards  
Content Area: English  
Grade Level: 9  
Domain: Reading - Literature  
Cluster: Integration of Knowledge and Ideas

***Facet:*** Students will understand how film techniques make meaning and relate to the theme and plot.

***Standard 8 -* *Instructional Strategies. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.***

***MI Strategies:***

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**Kinesthetic:** The various screenshots will be set up around the room and the students will move from station to station, taking notes on what they see.

**Naturalist:** Students will have the opportunity to realize how nature plays a role in film and meaning, and how nature, or a lack of it, can make the audience feel a certain way.

***Type II Technology:***

Google doc

***Rationale:***

Many types of learning styles will be addressed in this lesson. The content is based in visual representation, including the use of music, and how they affect meanings. The students will have to respond verbally to this question by logically analyzing scenes from the film and taking personal time to highlight specific aspects, while working with other students to gain fresh insight and better understanding.

***NETS STANDARDS FOR TEACHERS***

**1. Facilitates and Inspire Student Learning and Creativity. Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.**

a. Promote, support, and model creative and innovative thinking and inventiveness

b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources

c. Promote student reflection using collaborative tools to reveal and clarify students’ conceptual understanding and thinking, planning, and creative processes

d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments

***Rationale:*** The entire lesson will require students to think abstractly on the material and understand the content. The best way to do this is through fun. Students will have the opportunity to create their own unique representations of the film techniques and pay specific attention to their most piqued interests. Student interaction will also be fostered, students having the ability to work with others to discuss ideas and come to conclusions.

**2. Design and Develop Digital Age Learning Experiences and Assessments. Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop knowledge, skills, and attitudes identified in the NETS-S.**

a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity

b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress

c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources

d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching

***Rationale:*** The lesson will utilize online services provided by Google to enhance their learning. They will use image tools to analyze and investigate certain screenshots from the film. They can use the group feature of Google Drive to work collaboratively and come to group conclusions together online.